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ABSTRACT

Curriculum materials presented in this Spanish-English guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular high schools. Material is sequentially arranged, emphasizing those skills which a student needs to know initially, and those which become critical as the time of actual employment nears. The first unit, "Your Name and Some Important Things You Should Know," concerns basic knowledge and can be used as early as the first year in high school. Exercises are provided for budgeting time, learning to use public transportation, answering questions, and obtaining a Social Security card. The second unit, "Finding Jobs," covers processes for finding work through the media, the Yellow Pages of the telephone book, the employment ads, and the State employment office. The third unit, "Applying for Jobs," gives students practice in filling out actual job applications and in mastering the job interview. Contents for each of the 11 lessons in the three units include lists of learning objectives and needed materials, notes to the teacher, and copies of student written exercises (in both English and Spanish). A pamphlet on applying for a Social Security card is included. (TA)

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TRAINING MANUAL

JOB AND SOCIAL SKILLS

VOCATIONAL STRATEGIES FOR SPECIAL NEEDS STUDENTS

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BOSTON STATE COLLEGE

BOSTON, MASSACHUSETTS

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PREFACE

The Vocational Strategies project began in 1974 as a planning model for vocational services to mildly handicapped special needs students in the Boston schools. Early in our program the curriculum presented here began to take shape.

Students were mainstreamed into regular shops at Boston Trade High School. Their resource room activity focused largely on related skill training needed for successful job placement. Although we originally considered a work-study schedule with students in school for only part of the day, we finally decided on a regular school day, placing students in jobs after school hours instead. By the end of the second year, 75% of the students had genuine work experience.

Travel training was one of the first lessons. Whereas in the early days of the program many students arrived at school in cabs, by the end of the second year all students were able to come to school by school bus or public transportation. This was a significant development in our efforts to place students in jobs.

The material in this manual is sequential. We have emphasized those skills which a student needs to know initially, and those which become critical as the time of actual employment nears. The first section is appropriate to use with students as early as their first year in high school, as it concerns basic knowledge. The exercises will give the student confidence in budgeting time, answering simple questions, and obtaining a social security card. The second section covers processes for finding work. The third section gives students practice in filling out actual job applications and in successfully mastering the job interview.

Many businesses participated in an active "Business-Industry-Union" task force since the inception of the Vocational Strategies project. Companies that were not able to offer actual positions for the students helped with counseling assistance, provided data on job analysis and job development, and assisted in modifying vocational curriculum. We include application forms from three companies (General Dynamics, Brigham's, and the Lahey Clinic Foundation) who believe as we do, that the opportunity to fill out a real application as part of the school curriculum will increase confidence about the real work place. Boston 200 and the Massachusetts Bay Transit Authority (MBTA) supplied maps for this manual; the Massachusetts State Employment Office allowed the use of their forms as did the Social Security Administration. We express our thanks to all.

The Job and Social Skills curriculum was developed in many stages. Much material was pilot tested under the direction of William Tinkham, our resource teacher at Boston Trade School. Vaughan Barton, a teacher at Somerville High School, conceptualized and wrote the final version. Armando Gaitán, our bilingual paraprofessional, translated much of the material as he worked with our Spanish-dominant students. Theresa Shelzi, a bilingual teacher at the Rafael Hernandez School, refined the translations. Shelley Stewart, our job counselor, wrote on "Job Development" and Melvin Calloway, a paraprofessional in the Trade School program and our teacher for the Karate component, wrote on "Social Skills-Karate".

Doreen V. Blanc
Project Director

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UNIDAD I: SU NOMBRE Y ALGUNAS COSAS IMPORTANTES QUE DEBE DE SABER

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UNIT I

YOUR NAME AND SOME IMPORTANT THINGS YOU SHOULD KNOW

Lesson A: Your Name - Ways to Say It, Ways to Write It.

Lesson B: Your Home Address and How to Get to Other Addresses in the City.

Lesson C: How Do You Spend Your Time?

Lesson D: Social Security - Why You Need It.

LESSON A

YOUR NAME - WAYS TO SAY IT, WAYS TO WRITE IT

Learning objectives for students:

Be able to introduce people

Be able to print name on applications

Be able to write name on applications

Understand when to use a signature

Be able to use white pages of telephone book

Besides the above learning objectives, Lesson A is designed to help students learn about each other and build a friendly, supportive atmosphere in the class. These early exercises are particularly helpful in the very first days of school.

Materials needed:

One set of white pages of the telephone directory for every three or four students.

In the Boston area, teachers may call the phone company for delivery.

ORAL EXERCISE

Ask students to choose partners. Have them introduce themselves to their partners, using full names and a few words about themselves. At the end of three minutes each student will introduce his or her partner to the class and tell the class something about the person.

Spanish speaking students may feel more at ease doing the first part of the exercise in Spanish but will then, of course, make the introductions in English to the others in the class.

Notes to the Teacher

These materials will teach students how to go about finding a job. Tell them that the introductions they have just done (Lesson A-1) will be of practical use in job hunting. Ask the students if they have ever heard of someone getting a job through a friend. How many people find jobs because friends introduce them to their employers? Be sure that students understand that personal contact can make the difference in getting a job.

Notes to the teacher:

Hand out the exercise. Read the instructions and questions 1-5 aloud. Ask students to work on questions 1-5 first. When they have finished, discuss questions 1-5. Point out that most applications are to be filled out by printing. Discuss the difference between printing and writing.

Following the discussions, students should proceed to questions 6-10. These questions are designed to give students more familiarity with "names". Read these aloud before students start to write. With questions 7-10 students will use the "white pages" of a telephone directory.

Distribute the "white pages". Students can work in groups of 3 or 4 with one phone book. After the students have completed questions 7-10, ask how names are listed in the phone book. Be sure that all know that names are in alphabetical order, last name first.

After writing is completed, the role-playing exercise can be a good check on student confidence in using the "white pages".

LECCIÓN A - 2: EJERCICIO ESCRITO

Cuando aplica por un trabajo, quizás tendrá que llenar una aplicación con preguntas como las siguientes:

1. IMPRIMA su nombre completo: _____
(el primer) (el medio) (el apellido)

2. IMPRIMA su nombre completo: _____
(el apellido) (el primer) (el medio)

3. Dirección: _____
(número y calle)

_____
(ciudad) (estado) (zip code)

4. Escriba su firma: _____

¿Sabe la diferencia entre imprimir y firmar su nombre? _____

5. ¿Con quién podemos ponernos en contacto en caso de emergencia?

_____
Nombre Dirección

_____
Relación Teléfono

6. ¿Por quién fue nombrado? _____

7. ¿Qué tanta gente en el directorio de teléfono tiene el mismo apellido que el suyo?

_____

8. ¿Está su familia en lista en el directorio? SÍ____ No____
¿Si sí, en qué página? _____

9. ¿Puede hallar el nombre de un pariente en el directorio? _____

¿Quién es y qué es su número? _____

10. ¿Puede hallar el nombre de un amigo/una amiga en el directorio? _____

¿Quién es y qué es su número? _____

When you apply for a job, you may have to fill out a form with questions like the following ones:

1. *PRINT your full name:* _____
   (first) (middle) (last)

2. *PRINT your full name:* _____
   (last) (first) (middle)

3. *Address:* _____
   (street)

   _____
   (city) (state) (zip code)

4. *WRITE your signature here:* _____

   Do you know the difference between printing your name and writing your signature? _____

5. *Who should be contacted in case of emergency?*

   _____
   (name) (address)

   _____
   (telephone) (relationship)

Here are some other questions about names for practice:

1. *Who were you named after?* _____

2. *How many people in the telephone book have the same last name as you have?*

   _____

3. *Does your family have a telephone listing? Yes____ No____*
   If yes, on what page? _____

4. *Can you find a relative's telephone listing? Who is this and what is the number?* _____

5. *Can you find a friend's telephone listing? Who is the friend and what is the number?* _____

Notes to the teacher:

Role Play:

Have one student pretend that s/he is 10 years old and doesn't know how to use the telephone book to find an aunt's number. Have another student explain how to use the phone book. Can the student who provides the assistance explain the difference between the "white pages" and the "yellow pages"? Encourage the rest of the class to comment on the role play.

LECCIÓN A - 3: SU PADRE Y SU MADRE

A menudo cuando aplica por un trabajo, la aplicación tendrá preguntas sobre su familia. Algunas de las preguntas seran fáciles. Otras seran difíciles para contestar.

Por ejemplo, si está muerto su padre, puede contestar "father is dead".

Por no tener información de su madre, puede escribir "no information" o "I don't know".

1. El nombre de su padre_____
2. El lugar donde su padre nació_____
3. La clase de trabajo que hace su padre_____
4. El nombre del lugar donde trabaja su padre_____
5. La dirección del lugar donde trabaja su padre_____
6. El número de teléfono donde trabaja su padre_____
7. El nombre de su madre_____
8. El nombre de su madre antes de casarse_____
9. El lugar donde su madre nació_____
10. La clase de trabajo que hace su madre_____
11. El nombre del lugar donde trabaja su madre_____
12. La dirección del lugar donde trabaja su madre_____
13. El número de teléfono donde trabaja su madre_____

LESSON A - 3

YOUR FATHER AND MOTHER

Often when you apply for a job, the written job application has questions about your family. Some questions will be easy. Other questions will be hard for you to answer.

For instance, if your father is dead, you can answer "father is dead".

If you do not have information about your mother, you can write "no information", or "I don't know".

1. *Father's name* _____
2. *Place where your father was born* _____
3. *Kind of work your father does* _____
4. *Name of place where father works* _____
5. *Address of place where father works* _____
6. *Phone number of where father works* _____
7. *Mother's name* _____
8. *Mother's maiden name (her name before she was married)* _____
9. *Place where mother was born* _____
10. *Kind of work mother does* _____
11. *Place where mother works* _____
12. *Address of place where mother works* _____
13. *Telephone number where mother works* _____

LESSON B

YOUR HOME ADDRESS AND HOW TO GET TO OTHER ADDRESSES IN THE CITY

Learning objectives for students:

Be able to use a city map and locate home, school and other specific areas.

Know cross streets near home and school.

Be able to use public transit maps to find the way from home to school and other specific places.

Be able to read public transportation schedules.

Materials needed:

Public transportation map and city street map (enclosed here): post where students can see them.

The MBTA Transit Puzzle (may be ordered from J.L. Hammet, 48 Canal St., Boston, Mass. - price #3.95). Since it will take a few days to complete, be sure that it is in a place where it is convenient to work.

LESSON B - 1

Go over the definition for "cross street".

Ask one student to draw a simple map on the board. It should show the school neighborhood including the street the school is on and the cross streets. Other students could then draw maps showing their home neighborhoods. Ask students to draw maps showing how to walk or drive home from school. Ask them to exchange maps and see whether they can read one another's maps.

WRITTEN EXERCISE

Haga una mapa de la vecindad de la escuela.

Haga una mapa de la vecindad de su casa.

LESSON B - 2

Encourage students to use subway map to learn correct spelling of street names.

Ask students to draw simple maps showing how to get from home to the nearest bus or subway stop.

Role play: A new neighbor wants to know how to get to your school. Ask two students to take roles and work this out.

EXERCISES

LECCIÓN B - 3: EJERCICIO ESCRITO

Las preguntas siguientes son sobre el modo de viajar desde su casa a otros lugares en la ciudad. El Fenway Park se usa aquí, pero puede usar otros lugares por ejemplos--el aeropuerto, o el acuario, o Kenmore Square.

Fenway Park

1. ¿Para llegar al Fenway Park de su casa, qué tomaria? (Circule los que usaría.)

   a. el camión (guagua) b. el metro c. a pie

2. ¿Qué tantos camiones - o metros - usaría para irse de su casa al Fenway Park?

   _____

3. Escriba el nombre del camión o del metro que tomaría primero._____

4. ¿De qué estación comenzaría?_____

5. ¿Qué cambios tendría que tomar? (¿Camión al metro? ¿Camión a camión? ¿Metro a metro?) ¿Dónde haría los cambios?_____

6. ¿Cuál parada se bajaría para salir al Fenway Park?_____

Después del juego de "baseball" se tendrá que irse a casa desde Fenway Park. ¿Cómo irá?

7. ¿Cuál es el primer tren o camión que tomaría cuando deja Fenway Park?_____

8. ¿Qué será su próxima parada?_____

9. ¿Qué tantos cambios hará entre Fenway Park y su casa en el camión o el metro?

   _____ 20

The following questions are about how to get from your home to places in the city. Fenway Park, the baseball stadium, is used here, but you could also use other places as examples, such as the Airport, or Aquarium, or Kenmore Square.

Fenway Park

1. *To get to Fenway Park from your house, which of the following would you take? (Circle the ones you would use)*

   a. bus *b. subway* *c. walk*

2. *How many buses or subways would you use to go from your house to Fenway Park?*

   _____*buses* _____*subways*

3. *Write the name of the bus or subway you would take first.*

   _____

4. *What bus or subway station would you start from?*_____

5. *What changes would you have to make? (Bus to subway? bus to bus? subway to subway?) Where would you make the changes?*_____

   _____

6. *What stop would you get off at for Fenway Park?*_____

After the baseball game, you will have to go home from Fenway Park. How will you proceed?

1. *What is the first train or bus you take when you <u>leave</u> Fenway Park?*

2. *What will be your next stop?*_____

3. *How many changes will you make between Fenway Park and your house on the bus or subway?*_____

Notes to the teacher:

Getting to _____from home.

This exercise may be used several times. Some suggested destinations for the "Getting to____" exercise are:

Fenway Park

The aquarium

Logan Airport

Kenmore Square

Hand out the exercise, announce the destination, and write the destination on the board.

Students should practice reversing the direction, and tracing their way from the specific destination back to their homes. Ask the students to write the instructions first. Then ask them to exchange the written instructions and draw maps.

For the following exercises:

Reverse the MBTA map and post it so that the students are able to see the subway and bus schedules. Hand out the exercise and read the directions. Read question #1 aloud with the class and have them write in the answers. When they are finished writing answers 2 and 3, they may exchange papers and correct. Read aloud the statement: "Please consult individual timetables. . . ." that precedes the schedules and explain to students that there are separate maps and detailed schedules for each line. They can obtain these by asking for them at the larger subway stations. Perhaps some students will get some of these individual timetables and bring them in to post in the classroom.

LECCIÓN B - 4: EJERCICIO ESCRITO

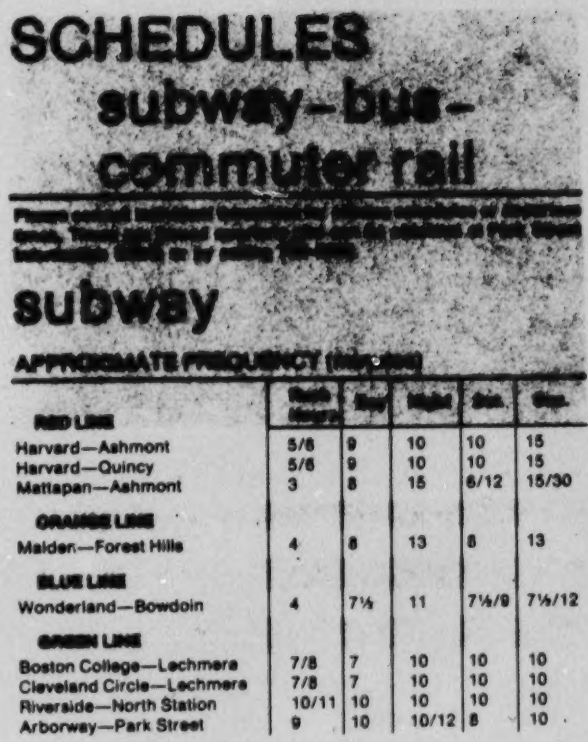
Cómo leer los horarios del metro y de la guagua.

Esta es una copia de un horario del metro. Dice qué frecuentemente corre el metro. Busque en la línea roja (Red Line) el tren Harvard a Ashmont en el horario. Durante las horas de tránsito intenso corre cada 5 o 6 minutos. Las horas de tránsito intenso son las horas durante la mañana o la tarde cuando mucha gente usa el metro para irse a casa o al trabajo.

1. ¿Durante el día qué frecuentemente corre en la línea roja (Red Line) el tren que va desde Harvard a Ashmont? ¿Qué frecuentemente corre de noche? ¿Qué frecuentemente corre en los domingos?

2. ¿Qué frecuentemente corre en la línea verde el tren Boston College - Lechmere durante las horas de tránsito intenso durante el día? ¿En los sabados?

3. ¿Qué frecuentemente corre en la línea roja el tren Mattapan a Ashmont durante las horas de tránsito intenso? ¿Qué frecuentemente corre durante el día? ¿Qué frecuentemente corre de noche? ¿Podría esperarse más de 25 minutos para este tren en el domingo?



SCHEDULES
subway-bus-
commuter rail

subway

APPROXIMATE FREQUENCY

RED LINE					
Harvard—Ashmont	5/6	9	10	10	15
Harvard—Quincy	5/6	9	10	10	15
Mattapan—Ashmont	3	8	15	6/12	15/30
ORANGE LINE					
Malden—Forest Hills	4	8	13	8	13
BLUE LINE					
Wonderland—Bowdoin	4	7½	11	7½/9	7½/12
GREEN LINE					
Boston College—Lechmere	7/8	7	10	10	10
Cleveland Circle—Lechmere	7/8	7	10	10	10
Riverside—North Station	10/11	10	10	10	10
Arborway—Park Street	9	10	10/12	8	10

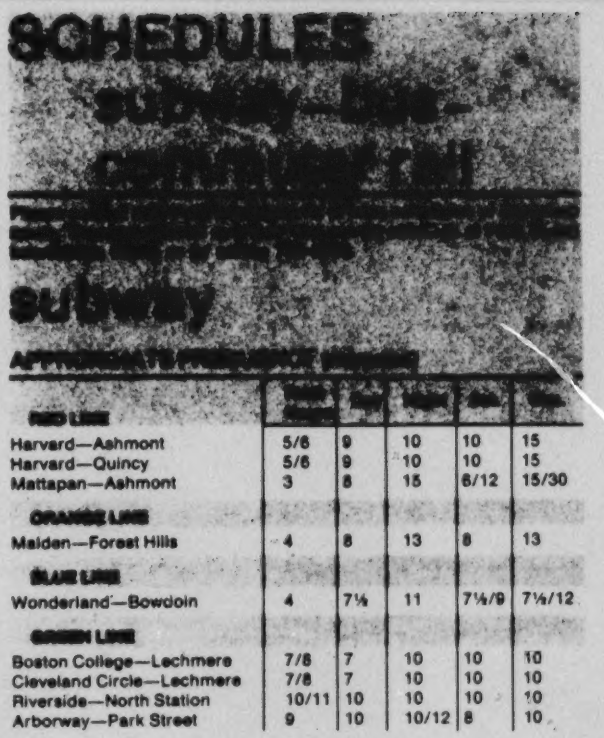
Reading a subway or bus schedule.

This is a copy of a subway schedule. It tells how often the subway runs. Find the Red Line, the Harvard to Ashmont train, on the schedule. During the rush hours it runs every 5 or 6 minutes. The rush hours are the times in the morning and afternoon when the most people are using the subway to get to work or to their homes.

1. *During the day, how often does the Red Line, Harvard to Ashmont train run?_____How often does it run at night?_____How often does it run on Sundays?_____.*

2. *How often does the Green Line, Boston College to Lechmere train, run during rush hours?_____during the day?_____On Saturdays?_____.*

3. *How often does the Red Line, Mattapan to Ashmont train run during rush hours?_____How often does it run during the day?_____. How often does it run at night?_____Could you wait as long as 25 minutes for this train on Sunday?_____.*



SCHEDULES

Subway

RED LINE					
Harvard—Ashmont	5/6	9	10	10	15
Harvard—Quincy	5/6	9	10	10	15
Mattapan—Ashmont	3	8	15	8/12	15/30
ORANGE LINE					
Malden—Forest Hills	4	8	13	8	13
BLUE LINE					
Wonderland—Bowdoin	4	7½	11	7½/9	7½/12
GREEN LINE					
Boston College—Lechmere	7/8	7	10	10	10
Cleveland Circle—Lechmere	7/8	7	10	10	10
Riverside—North Station	10/11	10	10	10	10
Arborway—Park Street	9	10	10/12	8	10

FIELD TRIPS

Field trips taken by public transportation are excellent opportunities for students to practice the skills presented in this section. Some examples are:

SKYWALK

PRUDENTIAL CENTER
Personnel Department 236-3346
Barbara Marsh or Laura Knight
236-3329

Skywalk tours run from 9:00 a.m. to Midnight at $.50 per person. Tours of the Prudential Center Building can be arranged in advance and are only available to juniors and seniors in high school.

THE BOSTON GLOBE
135 Wm. T. Morrisey Blvd.
Dorchester
929-2000

Tours are arranged every day. Presses roll late in the afternoon - after 3:30.

U.S. WEATHER BUREAU
Logan International Airport
567-4670

Tours and films can be arranged anytime by calling in advance.

AIRPORT

MASSACHUSETTS BAY PORT AUTHORITY
Public Relations Department
482-2930

Tours must be arranged several weeks in advance. Applications must be filled out in advance.

LESSON C

HOW DO YOU SPEND YOUR TIME?

Learning objectives for students:

Be able to read schedules

Be aware of how time is spent

Be able to make a realistic schedule that will allow sufficient time for necessary activities

Be able to budget time to include work (work-study, after school jobs, full-time jobs)

Be able to estimate time spent on tasks

LECCIÓN C - 1: EJERCICIO ESCRITO

Haga una lista del número de minutos que pasa en las actividades siguientes. Esta lista será su horario personal.

ACTIVIDADES	UN DÍA ESCOLAR	SABADO O DOMINGO
	HORAS/MINUTOS	HORAS/MINUTOS
Viendo T.V.		
Haciendo la tarea		
Atendiendo la escuela		
Divertiendose o pasando el tiempo con amigos		
Jugando o viendo deportes		
Comiendo		
Visitando		
Cuidando su ropa (lavar, planchar, coser)		
Cuidando personalmente (bañarse, rasurarse, lavarse el pelo, etc.)		
Limpiando o componiendo su cuarto		
Haciendo los quehaceres de la casa		
Trabajando		
Durmiendo		

LESSON C - 1 WRITTEN EXERCISE

Make a record of the number of minutes or hours you spend doing each of the following things. This will be your own personal schedule.

ACTIVITIES	A SCHOOL DAY HOURS/MINUTES	SATURDAY OR SUNDAY HOURS/MINUTES
Watching T.V.		
Doing homework		
Going to school		
Having fun with friends		
Playing or watching sports		
Eating		
Dressing		
Caring for your clothes (washing, ironing, mending)		
Personal grooming (bathing, shaving, washing hair)		
Cleaning or fixing your room		
Housework (cooking, cleaning, fixing things around the house)		
Working ouside your home		
Sleeping		

LECCIÓN C - 2:

EJERCICIO ESCRITO

Ud. tiene un trabajo de medio tiempo en un supermercado en su vecindad. Estaba esperando este trabajo. Estará enbolsando las compras. El patrón le da su horario:

LUNES:	5-10 de la tarde
MIÉRCOLES:	5-10 de la tarde
SABADO:	8-1 de la tarde

¿Cambiará esto su horario personal? ¿Qué hacía entre 5-10 de la tarde de los días escolares antes de conseguir este trabajo?

Las actividades fueron:

a. _____

b. _____

c. _____

d. _____

WRITTEN EXERCISE

You have a part-time job in a supermarket in your neighborhood. You were hoping to get this job. You will be bagging groceries. The boss gives you this schedule of hours:

MONDAY:	*5 - 10 P.M.*
WEDNESDAY:	*5 - 10 P.M.*
SATURDAY:	*8 A.M. - 1 P.M.*

Will this change your personal schedule? What were you doing between 5 - 10 P.M. on school evenings before you got your job?

The activities were:

a. _____

b. _____

c. _____

d. _____

LESSON D

SOCIAL SECURITY - WHY YOU NEED IT

Learning objectives for students:

Understand the purposes of Social Security System

Be able to use telephone directory

Be able to locate birth certificate

Know location of local Social Security Office

Be able to fill out application for Social Security

Materials needed:

Telephone directory - white pages

Dictionary

Social Security pamphlet (in pocket of manual)

Notes to the teacher:

Ask the students to read the U. S. Government pamphlet on the social security system. Have them use the dictionary for all difficult words.

LECCIÓN D

Por favor lea la información siguiente antes de contestar las preguntas:

El seguro social es un plan del gobierno de los Estados Unidos. Con el seguro social la gente recibe dinero cada mes cuando no pueden trabajar. Pueden colectar cuando:

1. Esten muy viejos para trabajar.
2. Han sido lastimados en un accidente.
3. El trabajador principal, generalmente el padre, murió y la familia necesita dinero.

Cuando trabaja, algún dinero está tomado de su pago, y está puesto en el seguro social. Recibirá este dinero cuando se retira, cuando está lastimado, o su familia lo recibirá si se muera.

Es un ley que debe de tener una tarjeta del seguro social para trabajar en todos los trabajos. Cuando aplica para un trabajo, necesitará que tener su número del seguro social con Ud.

Estudiantes encuentrarán la dirección de la Oficina del Seguro Social más cerca. Búscala en el directorio del teléfono debajo de:

United States Government
Department of Health, Education
and Welfare
Social Security Administration

En la Oficina del Seguro Social recibirá una forma para llenar. Preguntarán si ha tenido una tarjeta del seguro social alguna vez antes. Digale que "no" si es la verdad.

La ley del seguro social requiera que presenta su acto de nacimiento o algún otro papel oficial como su certificado de bautismo que muestra su edad y lugar de nacimiento. Lleva con Ud. su acto de nacimiento cuando vaya a la Oficina de Seguro Social para aplicar por un número del seguro social.

Es importante que entiende que tendrá solamente un número del seguro social. Usa este mismo número por toda su vida. Nadie más puede tener este número. Es suyo. Tampoco puede tener el número de otra persona.

Jamás tendrá más que un número o una tarjeta del seguro social. Es contra la ley tener más que un número. Si lo tiene, estará contra la ley. Engañará Ud. mismo, también. Tal vez, no van a depositar sus fundos a su cuenta. Quizás no recibirá todo el dinero que debe recibir. Recibirá solamente lo que ha puesto para Ud. abajo de un número, no dos. Tenga mucho cuidado en recordar este dato muy importante. Jamás tendrá más que un número del seguro social.

Entre cuatro o seis semanas recibirá su tarjeta por el correo. Tendrá su nombre en el, y un número que sea solamente de Ud. Usará este número por toda su vida, no importa cuantos trabajos diferentes tendrá.

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Read the following information before you answer the questions:

Social security is a plan worked out by the United States Government. With social security, people receive money every month when they cannot work. They can collect when:

1. *They are too old to work.*
2. *They have been injured in an accident and cannot work.*
3. *The main worker, usually the father, has died and the family needs money.*

When you work, a certain amount of money will be taken from your paycheck and put into the social security fund. You will get money from this fund when you retire, or if you are injured, or your family will get money from this fund if you should die.

It is a law that you must have a social security card to work at most jobs. When you apply for a job, you will need to have the social security number with you.

Students will find the address of the Social Security Office nearest you. Look in the telephone book under:

United States Government
Department of Health, Education and Welfare
Social Security Administration

At the Social Security Office, you will be given a form to fill out. You will be asked if you have ever had a social security card before. Say "No" if that is true.

The social security law requires you to show your birth certificate or some other official paper like a baptism certificate that shows your age and place of birth. Bring your birth certificate with you when you go to the Social Security Office to apply for a social security number.

It is important that you understand you will have only one social security number. You use that same number all your life. No one else will ever have that number. It is yours. Neither can you have anyone else's number.

You should never have more than one social security number or card. It is against the law for anyone to have more than one number. If you do, you will be breaking the law. You will be cheating yourself, too. All your social security will not be put aside for you. You may not get all the money you should. You will get only what is put aside for you under one number, not two. Be very careful to remember this important fact. You should never have more than one social security number.

In about four to six weeks, you will receive your social security card in the mail. Your name will be on it, and a number belonging only to you will be on it. You will use this number all your life, no matter how many different jobs you have.

LECCIÓN D - 1: EJERCICIO ESCRITO

Por favor contesta las preguntas verdad o falso:

	VERDAD	FALSO
1. El dinero del seguro social sale del pago del trabajador.	____	____
2. El seguro social les ayuda a gente cuando han sido lastimado en el trabajo.	____	____
3. El seguro social les ayuda a su familia cuando se muera, si ha trabajado.	____	____
4. La tarjeta del seguro social es necesario para trabajar.	____	____

5. Busca en el directorio del teléfono y apunte la dirección de la Oficina del Seguro Social que sea más cerca de su casa.

_____

_____

_____

6. ¿Qué tiene que llevar cuando aplica para su número del seguro social?

_____

_____

7. (a) ¿Cuántos números del seguro social puede tener?

_____

(b) Dé la razón por su contesta.

_____

8. ¿Por cuánto tiempo usará su número del seguro social?

_____

9. ¿Más o menos cuánto tiempo esperará para recibir su tarjeta del seguro social?

_____

Answer the following questions:

		TRUE	*FALSE*
1.	*Social security money comes out of the worker's paycheck.*	____	____
2.	*Social security helps people when they have been injured on the job.*	____	____
3.	*Social security helps your family after you die, if you have been working.*	____	____
4.	*A social security card is necessary for most jobs.*	____	____

5. *Look in the phone book and write down the address of the Social Security Office that is nearest your home.*

_____

_____

_____

6. *What must you bring when you apply for your social security number?*

_____

_____

7. *(a) How many social security numbers can you have?*

_____

(b) Give a reason for your answer.

_____

8. *How long will you use your social security number?*

_____

9. *About how long will you wait to receive your social security card?*

_____

Here is a copy of the form you must fill out for your social security card. Fill this out. You must not answer anything falsely on this application.

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS — *(First Name)* *(Middle Name or Initial—if none, draw line ____)* *(Last Name)*

2 *Print* FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH — *(City)* *(County if known)* *(State)*

4 MOTHER'S FULL NAME AT HER BIRTH *(Her maiden name)*

5 FATHER'S FULL NAME *(Regardless of whether living or dead)*

6 YOUR DATE OF BIRTH — *(Month)* *(Day)* *(Year)*

7 YOUR PRESENT AGE *(Age on last birthday)*

8 YOUR SEX — MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE — WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS — *(Number and Street, Apt. No., P.O. Box, or Rural Route)* *(City)* *(State)* *(Zip Code)*

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE *(Do Not Print)*

Information Furnished On This Form Is CONFIDENTIAL

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filed out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING

UNIDAD II: BUSCANDO EMPLEO

Lección A: Varios trabajos - usando media

Lección B: Las Páginas Amarillas

Lección C: Los anuncios de empleo

Lección D: La Oficina de Empleo del Estado

UNIT II

FINDING JOBS

Lesson A: A Wide Variety of Jobs - Using Media

Lesson B: The Yellow Pages

Lesson C: The Employment Ads

Lesson D: The State Employment Office

LESSON A - FILMS

HOW MANY KINDS OF JOBS ARE THERE?

Learning Objectives for Students

Be able to discuss many different kinds of jobs

Be able to list what they feel are some of the good things about jobs

Be aware of changes in job market because of changes in technology

Be able to get information from films and other media

Materials Needed:

Dictionary

LECCIÓN A - 1

REVISTA DE LA PELÍCULA "JEANS"

Esta película muestra como se hace "jeans". Primero vemos el algodón creciendo en el campo y la manera moderna de su cosecha. Después de esto, tejen los hilos y tinturan la tela. Entonces cortan y costuran los "jeans". Cuando están terminados, los mandan a tiendas en todas partes y los venden.

También muestran una reunión de negocio donde hablan de como pueden vender más "jeans" - como pueden hacer más ganancia por medio de vender más "jeans" a más gente.

LESSON A - 1

CLOTHING: A PAIR OF BLUE JEANS

Film Producer: LCA
Time: 15 minutes
1971
Color

Available:
Boston University Film Library
Rental Fee: $8.50

Review of Film

"Clothing: A Pair of Blue Jeans"

This film shows all the steps involved in making jeans. We see the first step in the fields where the cotton is growing and the modern way in which the cotton is picked. Next the cotton threads are woven into cloth and the cloth is dyed. The jeans are then cut from the cloth and sewed. When they are finished the jeans are sent to various stores and sold.

There is also a business meeting shown in the film where ways of selling more jeans are discussed - how to get more people to buy more jeans so that everyone can make more money.

LECCIÓN A - 1: EJERCICIO ESCRITO

Preguntas

1. ¿Cuántos diferentes tipos de trabajo ha visto en esta película?

_____

2. ¿Si pudiera trabajar solamente en los trabajos que vió, cuál de ellos le gustaría escoger? ¿Por qué?

_____

_____

_____

3. ¿Si más gente compran "jeans" que probable va a suceder?

_____

_____

_____

Questions

1. *How many different types of jobs did you see in the film?*

   _____

2. *If you could only work in the jobs you saw, which one would you pick? Why?*_____

   _____

   _____

3. *If more people buy jeans what is likely to happen?*

   _____

   _____

   _____

VOCABULARY

These are new words used in the film "Clothing: A Pair of Blue Jeans". After each word, write down the definition in your own words. Then look up the word in the dictionary.

production: _____

_____

distribution: _____

_____

business meeting: _____

_____

consumer: _____

_____

LECCIÓN A - 2:

REVISTA DE LAS PELÍCULAS

Entrevistas Para el Empleo: Tres Jovenes

En estas dos películas la gente quienes fueron entrevisados no supieron que estaban haciendo la película.

Queremos que Uds. avaluan cada persona en las entrevistas. Cada vez que para la película favor de dar su opinion. Ahora, pretenda como si fuera un patrón quien necesita trabajadores. ¿Pueden Uds. pensar de algunos puntos que deben buscar para avaluar las personas de las entrevistas?

Entrevistas Para el Empleo: Tres Muchachas

REVIEW OF FILM OF JOB INTERVIEWS

Job Interviews: 3 Young Men

Film producer: Churchill
Time: 16 minutes
color/#1796x
available at: Boston University Film Library
Rental fee: $8.50

Job Interviews: 3 Young Women

Film producer: Churchill
Time: 17 minutes
color/1798
available at: Boston University Film Library
Rental fee: $8.50

In these two films the people who were interviewed did not know that the film was being made. You are asked to rate (evaluate) each person who is being interviewed, so please give your opinion each time the film stops. Right now pretend you are an employer looking for someone to fill a job. Can you think of some points to look for to rate the people being interviewed?

VOCABULARY

These are new words used in the films, "Job Interviews: 3 Young Men" and "Job Interviews: 3 Young Women". After each word, write down the definition in your own words. Then look up the word in the dictionary.

interview: _____

_____

interviewer: _____

_____

job interview: _____

_____

job interviewer: _____

_____

employer: _____

_____

employee: _____

_____

experience: _____

_____

rate: _____

_____

personal question: _____

_____

LECCIÓN A - 2: EJERCICIO ESCRITO

Información referente a entrevistas por el empleo puede ser una ayuda para Ud. cuando llega el día de su primera entrevista. Conteste estas preguntas sobre las entrevistas de empleo en las películas.

1. ¿Si pudiera emplear solamente una persona, Donald, Paul o James, cuál de ellos escogerá? ¿Por qué?

_____

_____

2. ¿Piensa que cada persona estuve nerviosa?

_____

_____

3. ¿Por qué piensa que su apariencia personal es importante en una entrevista por el empleo?

_____

4. ¿Qué piensa que un patrón quiere saber de su:

   a. experiencia en su escuela secundaria?

   b. experiencia en el trabajo?

   ¿Por qué?

_____

_____

_____

WRITTEN EXERCISE

Information on job interviews can help to prepare you for your own job interview. Answer these questions on the job interviews in the films:

1. *If you could hire only one person, Donald, Paul or James, which one would you pick? Why?*

_____

_____

2. *Do you think each person was nervous?*

_____

_____

3. *Why do you think your personal appearance is important in a job interview?*

_____

4. *What do you think employers want to know about?*

   a. *Your high school experience?*

   b. *Your job experience?*

   Why?

_____

_____

_____

LECCIÓN A - 2: EJERCICIO ESCRITO

Preguntas:

1. ¿Si pudiera emplear solamente una persona, Susan, Toni or Dolores, cuál de ellas escogerá? ¿Por qué?

_____

_____

2. ¿Qué ropa crea que debe poner para una entrevista?

_____

_____

3. ¿Crea que la persona que da la entrevista debe hacer preguntas personales? ¿Hizo la persona que dió las entrevistas preguntas personales de los jovenes?

_____

_____

4. ¿Si tenía problemas personales que intervinieron con su previo trabajo, crea que alguién querrá emplearle? ¿Por qué o por qué no?

_____

_____

_____

Questions

1. *If you could pick only one person for the program, would you pick Susan, Toni or Dolores? Why?*

_____

_____

2. *What do you think you should wear for an interview?*

_____

_____

3. *Should an interviewer ask personal questions? Did the interviewer ask personal questions of the young men he interviewed?*

_____

_____

4. *If personal problems interfered with your previous job, do you think someone will want to hire you? Why or why not?*

_____

_____

_____

LESSON A - 3

HOW TO GET A JOB

Producer: *Massachusetts State Employment Service*
Time: *10 minutes*
Slide program: *39 slides*

Available: *Government Center, Hurley Building*
Free of Charge

Slides explain the interviewing process. The types of services offered by the Massachusetts State Employment Office are discussed. Places to seek jobs are suggested. The slide program is clear and helpful.

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LESSON B

YELLOW PAGES

Learning Objectives for Students	Know how to use "yellow pages" telephone directory. Be able to find and write out the name, address, and phone number of particular businesses.
Materials Needed	One copy of the "yellow pages" of the telephone directory for every 3-4 students. In the Boston area, teachers may call the phone company for delivery.

EJERCICIO ESCRITO

Las páginas amarillas del directorio pone en lista negocios y clases de servicios. Todos los negocios de una clase estan puestas juntas. Vea en las páginas amarillas. Cuando encuentra la lista, escriba el número de la página de donde comienza.

1. Página_____Reparación del carrocería de automóviles

2. Página_____Mercaderes de automóviles - automóviles nuevos

3. Página_____Instrucción de judo y karate

4. Página_____Compañías de mudar y almacenamiento

5. Página_____Restaurantes

Vea en las páginas amarillas y busque la lista para:

6. "Kentucky Fried Chicken Shops". Vea bajo "Restaurants" en la página_____. ¿Cuál es más cerca de su escuela? ¿Su casa?

7. Mercaderes para "Cadillac Sales and Service." Vea bajo "Automobile Dealers - New Cars" en la página _____.

8. El nombre de una compañía de mudar ("moving company") cerca de donde vive. Este será:

   Nombre_____

   Dirección_____

   La página_____

WRITTEN EXERCISE

The "yellow pages" book lists businesses and services. All the businesses of one kind are listed together. Look in the yellow pages. When you find the listing, write down the page number where the listing starts:

1. Page____ *Automobile Body and Repairing*
2. Page____ *Automotive Dealers - New Cars*
3. Page____ *Judo and Karate Instruction*
4. Page____ *Moving and Storage Companies*
5. Page____ *Restaurants*

Look in the "yellow pages" and find the listing for:

6. *Kentucky Fried Chicken shops, which you will see on Page_____. Which one is closest to your school? Your home?*
7. *Dealers for Cadillac Sales and Services, which you will find under "Automobile Dealers - New Cars" on Page_____.*
8. *A moving company near where you live. This is:*

*Name*_____

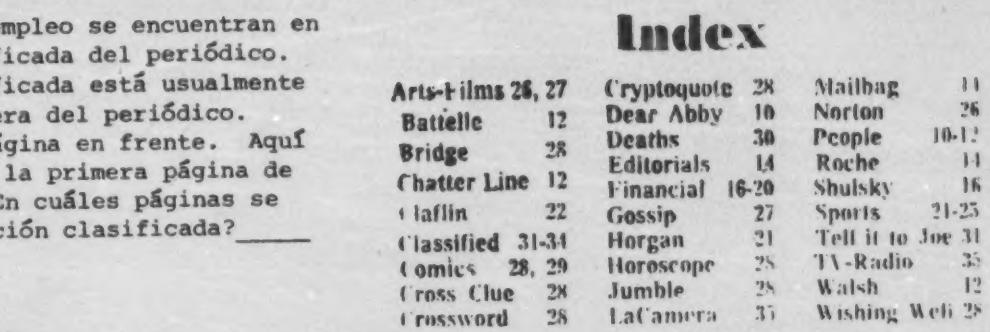
*Address*_____

*Found on Page*_____

LECCIÓN C

LOS ANUNCIOS DE EMPLEO
EJERCICIO ESCRITO C - 1

Los anuncios de empleo se encuentran en la sección clasificada del periódico. La sección clasificada está usualmente en la parte trasera del periódico. Primero vea la página en frente. Aquí hay un indice de la primera página de un periódico. ¿En cuáles páginas se encuentra la sección clasificada?_____



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Bridge	28	Deaths	30	People	10-12
Chatter Line	12	Editorials	14	Roche	14
Claflin	22	Financial	16-20	Shulsky	16
Classified	31-34	Gossip	27	Sports	21-25
Comics	28, 29	Horgan	21	Tell it to Joe	31
Cross Clue	28	Horoscope	28	TV-Radio	35
Crossword	28	Jumble	28	Walsh	12
		LaCamera	35	Wishing Well	28

THE EMPLOYMENT ADS
WRITTEN EXERCISE C - 1

*The employment ads are found in the classified section of the newspaper. The classified section is usually in the back part of the paper. First, look on the front page. Here is an index from the first page of a newspaper. On what page is the classified section?*_____

Index

Arts-Films	26, 27	Cryptoquote	28	Mailbag	14
Battelle	12	Dear Abby	10	Norton	26
Bridge	28	Deaths	30	People	10-12
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Comics	28, 29	Horgan	21	Tell it to Joe	31
Cross Clue	28	Horoscope	28	TV-Radio	35
Crossword	28	Jumble	28	Walsh	12
		LaCamera	35	Wishing Well	28

LECCIÓN C - 2: EJERCICIO ESCRITO

Hay algunas palabras del vocabulario que debe de saber cuando lea los anuncios de empleo. Escribe su propia definición por estas palabras.

anuncios de empleo_____

clasificado_____

indice_____

Casi todos los anuncios de empleo están escrito con muchas abreviaturas. ¿Qué significa esta palabra?

abreviatura_____

Las abreviaturas siguientes se encuentran muchas veces en anuncios de empleo.

adv. - advancement - avance
aft. - after - después
appt. - appointment - la cita
Bstn. - Boston - Boston
eve. - evening - la tarde
exp'd. - experienced - con experiencia
full/pt. - full or part-time - tiempo completo - medio tiempo
hr. - hour - la hora
inc. - including - incluyendo
mo. - month - el mes
nec. - necessary - necesario
oppty. - opportunity - oportunidad
pt. - part time - medio tiempo
wk. - week - la semana
wknds. - weekends - fines de semanas
xlnt. - excellent - excelente
yr. - year - el año

Busque lo tanto que puede de estas abreviaturas en la noticia abajo y las circule. Hay 12 palabras abreviaturados.

COOKS helper for North Chelmsford restaurant. No exp. nec. Xnt. working conditions. Oppty. for adv. Full/pt. 5-day wk. $50 wk. not incl. tips. Call eve. aft. 6 p.m. for appt. 523-1111

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WRITTEN EXERCISE

There some vocabulary words that you should know when you read the employment ads. Make up your own definitions for these terms:

employment ads _____

classified _____

index _____

Most employment ads are written with many abbreviations. What does this word mean?

abbreviations _____

The following abbreviations are often found in employment ads:

adv.	-	advancement	incl.	-	including
aft.	-	after	mo.	-	month
appt.	-	appointment	nec.	-	necessary
Bstn.	-	Boston	oppty.	-	opportunity
eve.	-	evening	pt.	-	part-time
exp.	-	experience	wk.	-	week
exp'd.	-	experienced	wknds.	-	weekends
full/pt.	-	full or part-time	xlnt.	-	excellent
hr.	-	hour	yr.	-	year

Find as many of these abbreviations as you can in the ad below and circle them. There are 12 abbreviated words.

COOKS helper for North Chelmsford restaurant. No exp. nec. Xlnt. working conditions. Oppty. for adv. Full/pt. 5 day wk. $50. wk. not incl. tips. Call eve., aft. 6 p.m. for appt. 523-1111

LECCIÓN C - 2: EJERCICIO ESCRITO

Después de que ha circulado las palabras abreviaturadas, escribe cada abreviatura y la palabra completa a su lado.

	abreviatura	palabra completa
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____

WRITTEN EXERCISE

After you have circled the abbreviated words, write each abbreviation and the complete word next to it:

abbreviation	*whole word*
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____

LECCIÓN C - 2:

EJERCICIO ESCRITO

Busque lo tanto que puede de estas abreviaturas en las noticias abajo y las circule.

#1

ELECTRONIC ASSEMBLERS
No exp. nec. We will train on the job. Full/pt. time yr. round. 5-day wk. Pleasant working conditions. Xlnt. oppty. Apply in person. 53 State Street, Bstn.

#2

Furniture mover wants assistant. Pt. time, 2.25/hr. No wknds. Call for appt. 742-2222

Después de que ha circulado las palabras abreviaturadas, escribe cada abreviatura y la palabra completa a su lado.

abreviatura	palabra completa
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

abreviatura	palabra completa
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

LESSON C - 2

WRITTEN EXERCISE

Find as many abbreviations as you can in the ads below and circle them.

#1 ELECTRONIC ASSEMBLERS. No exp. nec. We will train on the job. Full/pt. time yr. round. 5 - day wk. Pleasant working conditions. Xlnt. oppty. Apply in person. 53 State Street, Bstn.

#2 Furniture mover wants assistant. Pt. time, 2.25/hr. No wknds. Call for appt. 742-2222

After you have circled the abbreviated word, write each abbreviation and the complete word next to it.

abbreviation #1 *whole word*

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____
8. _____ _____

abbreviation #2 *whole word*

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

LECCIÓN C - 3:

EJERCICIO ESCRITO

Estudie los tres anuncios de empleo y conteste las preguntas por cada una.

#1

COOKS helper for North Chelmsford restaurant. No exp. nec. Xlnt. working conditions. Oppty for adv. Full/pt. 5-day wk. $50. wk. not incl. tips. Call eve. aft. 6 p.m. for appt. 523-1111

#2

Furniture mover wants assistant. Pt. time, $2.25/hr. No wknds. Must be exp'd. Call for appt. 742-2222

#3

ELECTRONICS ASSEMBLER
No exp. nec. We will train on the job. Full/pt. time yr. round. 5-day wk. Pleasant working conditions. Xlnt. oppty. Apply in person 53 State Street, Bstn.

a. ¿Qué trabajo se anuncia?_____

b. ¿Qué clase de trabajo es este?_____

c. ¿Número de teléfono?_____

d. ¿Dirección?_____

e. ¿Es experencia necesaria?_____

f. ¿Es el trabajo medio tiempo o tiempo completo?_____

g. ¿Hay oportunidad para avanzar?_____

h. ¿Es el salario mencionado?_____

i. ¿Puede llamar para una cita?_____

j. ¿Necesita una carta de aplicación?_____

k. ¿Necesita referencias?_____

Study the three employment ads and answer the questions for each one:

#1
COOKS helper for North Chelmsford restaurant. No exp. nec. Xlnt. working conditions. Oppty. for adv. Full/pt. 5-day wk. $50. wk. not incl. tips. Call eve. aft. 6 p.m. for appt. 523-1111

#2
Furniture mover wants assistant. Pt. time, $2.25/hr. No wknds. Must be exp'd. Call for appt. 742-2222

#3
ELECTRONICS ASSEMBLER-No exp. nec. We will train on the job. Full/pt. time yr. round. 5-day wk. Pleasant working conditions. Xlnt. oppty. Apply in person 53 State St., Bstn.

a. *What job is advertised?* _____

b. *What type of work is stated?* _____

c. *Telephone number?* _____

d. *Address?* _____

e. *Experience necessary?* _____

f. *Is the work part-time, full time?* _____

g. *Is there opportunity for advancement?* _____

h. *Is salary stated?* _____

i. *Can you call for an appointment?* _____

j. *Do you need a letter of application?* _____

k. *Do you need references?* _____

LECCIÓN D: LA OFICINA DE EMPLEO DEL ESTADO

Lea lo siguiente:

El gobierno del estado le puede ayudar buscar un trabajo. Tienen una Oficina de Empleo para buscar trabajos. Este servicio es gratis.

Es fácil a usar este servicio. Recibe una tarjeta de identificación que tiene que presentar cada vez que busca un trabajo allí. Tienen un "job bank" para su uso. El "job bank" tiene listas de trabajos y el entrenamiento que necesitará. El "job bank" dice también como son los trabajos.

La Oficina de Empleo del Estado le dará consultamiento gratis sobre trabajos. En Massachusetts la Oficina de Empleo se llama el "Division of Employment Security".

LECCIÓN D - 1: EJERCICIO ESCRITO

Cada estado tiene un servicio de empleo. Busque la dirección del Massachusetts Servicio de Empleo en las páginas blancas del directorio del teléfono. Busque: Massachusetts, Commonwealth of. Busque abajo "E" por: Employment Security, Div. of (que significa Division of Employment Security). Busque: Local Job and Claim Ctrs. (Centers).

1. ¿Qué es la dirección del Boston Job and Claim Center?

   _____

   _____

2. ¿Qué es el número que llamaría para conseguir información de este centro?

   _____

3. ¿Qué es la dirección del Job and Claim Center más cerca de su casa?

   _____

   ¿Qué es el número del teléfono?

   _____

LESSON D

THE STATE EMPLOYMENT OFFICE

Read the following:

The state government can help you to find a job. It provides an Employment Office to find jobs. There is no charge for their help.

It is easy to use this service. You get an identification card which you must present every time you look for a job there. They have a "job bank" for your use. This lists jobs and tells you what training you will need. The "job bank" also tells you what different jobs are like.

The State Employment Office will give you free counseling about jobs. In Massachusetts, the state employment office is called the "Division of Employment Security".

LESSON D - 1

Every state has an employment service. Look up the address of the Massachusetts State Employment Service in the white pages of the telephone book. Find Massachusetts, Commonwealth of,. Look under "E" for Employment Security, Div. of (which means Division of Employment Security). Find: Local Job and Claim Ctrs. (Centers)

WRITTEN EXERCISE

1. *What is the address of the Boston Job and Claim Center?*_____

   _____

2. *What is the number you would call to get information from this center?*

   _____

3. *What is the address of the Job and Claim Center nearest your home?*

   _____

   _____

   *What is the phone number?*_____

LECCIÓN D - 2: EJERCICIO ESCRITO

A. Las palabras siguientes son importantes. Hagase seguro que sabe la significación de cada una. Son:

el gobierno del estado_____

oficina de empleo_____

tarjeta de identificación_____

"job bank"_____

entrenamiento_____

consultamiento_____

Cuando sabe la significación de estas palabras escribalas en las líneas arriba.

B. Conteste estas preguntas con información de la lectura:

1. ¿Cómo le puede ayudar la Oficina de Empleo del Estado?

_____

2. ¿Cómo se llama la Oficina de Empleo en el estado de Massachusetts?

_____

LESSON D - 2

WRITTEN EXERCISE

A. Go over the vocabulary words that are underlined in the story. Make sure you know the meanings. These words are:

*State government*_____

*Employment office*_____

*Identification card*_____

*"Job bank"*_____

*Training*_____

*Counseling*_____

When you know the meaning of the vocabulary words, write the meaning in the lines above.

B. Answer these questions with information from the reading:

1. *How can the state employment office help you?*_____

_____

2. *What is the state employment office called in Massachusetts?*_____

_____

NOTES TO THE TEACHER

The Massachusetts office of the Division of Employment Security has a form for people who are using their job-search services. The form is long, but only question #45 (work history) is filled out by the applicant. A clerk at the Division will complete the other questions. Following is a sample of question #45. Ask the students to answer these questions on a separate sheet of paper. You may want to reproduce the first five lines of the form on a blackboard and ask the students to write answers for each job they have held.

LECCIÓN D - 3:

EJERCICIO ESCRITO

La aplicación por ayuda en buscando un trabajo por The Division of Employment Security tiene muchas preguntas. Tiene que llenar solamente #45.

Aquí hay una lista del vocabulario para revisar antes de llenar la forma. Escriba su definición por cada palabra en la línea que sigue.

work history (historia del trabajo)_____

_____

military service (servicio militar)_____

_____

employer (patrón)_____

duration (duración)_____

_____

ending date (fecha de terminación)_____

_____

job title (título del trabajo)_____

_____

responsibilities (responsabilidades)_____

_____

tasks performed (tareas hechas)_____

_____

machines (máquinas)_____

operate (operar)_____

Cuando contesta #45 (use la versión inglés), apunta su último trabajo primero.

WRITTEN EXERCISE

The application for assistance in finding a job through the Division of Employment Security has many questions. You have to fill out only question #45.

Here are vocabulary words you should review before filling out the form. Explain the word, in your own words, on the line following each vocabulary word.

work history _____

military service _____

employer _____

duration _____

ending date _____

job title _____

responsibilities _____

tasks performed _____

machines _____

operate _____

When you answer #45, put your most recent work experience first.

THE COMMONWEALTH OF MASSACHUSETTS
DIVISION OF EMPLOYMENT SECURITY

45. WORK HISTORY

Describe your longest and most important jobs (including Military Service). Begin with the most recent.

Name of Employer	Job Title — Responsibilities — Tasks Performed — Machines Operated — Tools Used
Address	
Type of Business	
Duration / Ending Date / Pay	
Reason for Leaving Job	
Name of Employer	Job Title — Responsibilities — Tasks Performed — Machines Operated — Tools Used
Address	
Type of Business	
Duration / Ending Date / Pay	
Reason for Leaving Job	
Name of Employer	Job Title — Responsibilities — Tasks Performed — Machines Operated — Tools Used
Address	
Type of Business	
Duration / Ending Date / Pay	
Reason for Leaving Job	
Name of Employer	Job Title — Responsibilities — Tasks Performed — Machines Operated — Tools Used
Address	
Type of Business	
Duration / Ending Date / Pay	
Reason for Leaving Job	

SUGGESTED FIELD TRIP

Arrangements can be made to visit the Boston Office of the Divison of Employment Security, located in the Hurley Building in Government Center. The phone is: 727-8378.

Contact should be made with the Placement Office (first floor) and plans can be made for student visitation to the various services provided by the Division.

UNIDAD III: HACIENDO APLICACIONES POR EL TRABAJO

Lección A: Llenando aplicaciones por el empleo

Lección B: Referencias

Lección C: Entrevistas por el empleo

UNIT III

APPLYING FOR JOBS

Lesson A: Filling Out Job Application Forms

Lesson B: References

Lesson C: Job Interviews

LESSON A

FILLING OUT JOB APPLICATION FORMS

Learning objectives for students:

Be able to fill out a wide variety of job application forms

Be able to give the information needed to fill out most forms: social security number, personal references, citizenship, schools attended, previous job experience

Notes to the teacher:

It is probably best to give students one application at a time. Hand out and read aloud the entire application before asking students to fill out the application. Note the vocabulary words that might cause some difficulties. Point out that most forms require small printing or writing and that practice is needed to acquire the skill to fill out a form tnat is complete and easy to read. Stress that the applications should be filled out slowly - no one is accepted or rejected for a job because s/he was slow filling out the application. Double check to see that students have the necessary information about parents, social security number, and personal references in their folders.

LECCIÓN A:

LLENANDO APLICACIONES POR EL EMPLEO

Cuando está llenando aplicaciones no debe tener miedo de pedir ayuda si no entiende alguna pregunta. Usualmente el patrón le dará una persona para su ayuda.

To get a job you must fill in an application form. Application forms are different for different places. The applications which follow are copies of real job applications.

BRIGHAM'S EMPLOYMENT APPLICATION Part Time ☐ Full Time ☐

Name _____ Social Security # _____ Date _____

Address _____ City _____ Tel. No. home _____ work _____

Education:

	Name of School	City	Graduated From	Graduated To	Graduated Yes	Graduated No	Course
High							
College							
Other							

Check if You Worked For Brigham's Before ☐ ☐ Part Time ☐ Full Time Where _____ When _____ Supervisor _____

Names of Relatives or Friends Now Working For Brigham's: _____

Position Wanted: _____ Referred By: _____

	Yes	No		Yes	No
Have Use of Car?	☐	☐	Collected Workman's Compensation?	☐	☐
Served in the Military?	☐	☐	Are You at least 16 years old?	☐	☐
Had a back injury?	☐	☐	Have you been convicted (found Guilty) of a Crime except for		
Had a hernia?	☐	☐	Misdemeanor (i.e. traffic violations, speeding) in the past 5 years?	☐	☐

Days & Hours Available for Work? Sun: ____ Mon: ____ Tues: ____ Wed: ____ Thurs: ____ Fri: ____ Sat: ____

Previous Employment: (List in Order. Last or Present Employer First)

Dates From	Dates To	Name and Address of Employer	Job Title	Rate of Pay	Reason for Leaving
		Name			
		Address			
		Name			
		Address			
		Name			
		Address			
		Name			
		Address			

APPLICANT: PLEASE READ, SIGN, AND DATE THE FOLLOWING STATEMENT

As part of our procedure for processing your application Brigham's may request a routine inquiry (an "investigative report") to obtain additional information concerning character, general reputation and personal characteristics, as applicable. This information may be obtained in part through personal interviews with family members, business associates, financial sources, friends, neighbors, or others with whom you are acquainted. Upon written request from you within a reasonable period of time, we will provide you with additional information concerning the nature and scope of the inquiry, if one is made.

The information given herein is true to the best of my knowledge. I understand that falsification of this application may be just cause for dismissal

Signature _____

Date _____

For Manager's Use Only
Date Started
Store
Job Code
Rate

Comments By Interviewer _____

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LAHEY CLINIC FOUNDATION, INC.

Date _____

Employment Application

Name _____ Social Security # _____ Over 65 ☐
Last, First, Initial, Maiden Name

Address _____
Number & Street, Town/City, State, Zip Code

Phone # _____ Position Applied for _____ Part-time ☐ Temp. ☐ Full-time ☐

Medical Registration Number *(if applicable)* _____ Shift: 1 ☐ 2 ☐ 3 ☐

Experience

LIST LAST EMPLOYER FIRST (All Previous Employment Must Be Listed)	MO. & YR. From/To	LAST DEPARTMENT & IMMEDIATE SUPERVISOR	REASON for LEAVING	SALARY
Name				
Address				
Position				
Name				
Address				
Position				
Name				
Address				
Position				
Name				
Address				
Position				

Education

	NAME of SCHOOL	LOCATION	DATE LEFT	GRADUATED?
High School				
College				
Other Courses				

Relatives Employed by Lahey Clinic - Name _____ Relation _____

Have you been previously employed by Lahey Clinic? yes ☐ Dates _____ Position _____

Reason for Leaving _____

I hereby certify that the information given in this application is correct to the best of my knowledge. I hereby permit the Lahey Clinic Foundation to make any further inquiries they deem necessary, unless otherwise noted.

_____
Applicant's Signature

To Be Completed by Personnel Department

Source _____ Dept. _____ Hire Date _____

Interviewed _____ Title _____ Salary _____

Date _____ Level _____ Emp. Physical _____

General Dynamics

OFFICE FUNCTIONS

PLEASE DO NOT WRITE IN THE SHADED AREA.

PHYSICAL DATE | STARTING DATE | DEPT. NO. | [illegible] | [illegible]

CODE | JOB | [illegible] | [illegible]

SUPERVISOR | REQUISITION NO. AND [illegible]

INTERVIEWER'S COMMENTS

[illegible]

	REQUESTED	VERIFIED
D. D. - 214	☐	☐
B. C.	☐	☐
S. S.	☐	☐
I. A.	☐	☐
C. P.	☐	☐

PERSONAL

APPLICANT TO FILL IN ALL ENTRIES BELOW THIS LINE

PRINT NAME IN FULL — LAST | FIRST | MIDDLE | DATE

PRESENT ADDRESS — STREET AND NUMBER | CITY | STATE | ZIP | AREA CODE | TELEPHONE NO.

PERMANENT ADDRESS — STREET AND NUMBER | CITY | STATE | ZIP | AREA CODE | TELEPHONE NO.

MARITAL STATUS
- SINGLE ☐
- MARRIED ☐
- DIVORCED ☐
- SEPARATED ☐
- WIDOW(ER) ☐

SOCIAL SECURITY NO. | HEIGHT | WEIGHT | ARE YOU A U. S. CITIZEN? YES ☐ NO ☐

IN CASE OF EMERGENCY NOTIFY | RELATIONSHIP | AREA CODE | TELEPHONE NO.

STREET AND NUMBER | CITY | STATE | ZIP

INDICATE NUMBER OF DEPENDENTS | HUSBAND OR WIFE | CHILDREN | PARENTS | OTHERS | TOTAL

JOB INTEREST

JOB YOU ARE APPLYING FOR | EXPERIENCE YRS. | SHIFT PREFERRED 1 2 3 | DATE AVAILABLE

OTHER SKILLS | READ BLUEPRINTS YES ☐ NO ☐

HAVE YOU EVER BEEN EMPLOYED HERE BEFORE? YES ☐ NO ☐ | DATES | JOB | REASON FOR TERMINATION

HAVE YOU COMPLETED APPRENTICESHIP? YES ☐ NO ☐ | WHICH TRADE | WHEN | WHERE

HAVE YOU ANY PHYSICAL OR MENTAL LIMITATIONS? YES ☐ NO ☐ | IF YES - EXPLAIN | EVER RECEIVE DISABILITY COMPENSATION? YES ☐ NO ☐

DO YOU HAVE ANY RELATIVES OR ACQUAINTANCES WORKING IN QUINCY SHIPBUILDING DIVISION? YES ☐ NO ☐
(IF SO, LIST THEIR NAMES AND THEIR RELATIONSHIP TO YOU AND WHERE EMPLOYED.)

NAME	RELATIONSHIP	WHERE EMPLOYED

MAY WE CONTACT YOUR PRESENT EMPLOYER? YES ☐ NO ☐

HOW WERE YOU REFERRED TO QUINCY SHIPBUILDING DIVISION? IF RADIO OR NEWSPAPER, PLEASE IDENTIFY

☐ NEWSPAPER ☐ AGENCY ☐ FRIEND ☐ RADIO ☐ TV ☐ MASS. EMPLOYMENT SECURITY ☐ OTHER

HAVE YOU EVER FILED A PREVIOUS APPLICATION AT QUINCY SHIPBUILDING DIVISION? YES ☐ NO ☐

HAVE YOU EVER APPLIED FOR EMPLOYMENT WITH GENERAL DYNAMICS? YES ☐ NO ☐
(IF YES STATE WHEN, WHERE AND RESULTS IN THE REMARKS SECTION.)

EDUCATION

CIRCLE HIGHEST EDUCATION COMPLETED																			
GRADE SCHOOL								HIGH SCHOOL				COLLEGE				GRADUATE SCHOOL			
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4

SCHOOL	NAME AND ADDRESS OF INSTITUTION	DATE ATTENDED OR COMPLETED	DEGREE	SUBJECT OR SPECIALIZATION
HIGH SCHOOL				
COLLEGE				
OTHER EDUCATION OR TRAINING				

MILITARY

DRAFT BOARD NUMBER	ADDRESS - TOWN AND STATE		SELECTIVE SERVICE NO.	CLASSIFICATION	DATE
MILITARY AND/OR MARITIME SERVICE	BRANCH	DATE ENTERED	DATE DISCHARGED	TYPE OF DISCHARGE	RANK/RATE AT DISCHARGE
2ND PERIOD OF SERVICE					

ARE YOU IN THE RESERVE?	YES ☐ NO ☐	ACTIVE ☐ INACTIVE ☐	BRANCH	RATE OR RANK	Did you ever receive Disciplinary action while in the service? (If YES explain under remarks)	YES ☐ NO ☐

EMPLOYMENT HISTORY

SHOW EVERY EMPLOYMENT YOU HAVE HAD IN THE PAST 10 YEARS, STARTING WITH PRESENT. (Show all dates of unemployment.)

MONTH AND YEAR FROM – TO	NAME OF EMPLOYER AND ADDRESS	TYPE OF WORK	SALARY	REASON FOR TERMINATION
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

RESIDENCE

LIST ALL PLACES OF RESIDENCE IN THE PAST TEN (10) YEARS STARTING WITH YOUR PRESENT ADDRESS.

STREET AND NUMBER, CITY, STATE AND COUNTRY	FROM MO. & YEAR	TO MO. & YEAR

CONVICTION RECORD

Have you ever been convicted for any violation of any federal law, state law, country or municipal law, regulations or ordinance? Include all Court-Martial while in military service. Do not include anything that happened before your 18th birthday. YES ☐ NO ☐ IF YES LIST BELOW

You are not required to furnish any information regarding:

(a) a first arrest for any misdemeanor or felony the disposition of which occurred more than five years previous, wherein no conviction resulted unless court action is pending, or wherein the complaint was dismissed for want of prosecution or wherein the case was continued without a finding for a certain period of time and then dismissed, or wherein there was a finding or verdict of not guilty;

(b) any arrests for the following specific simple misdemeanors, the disposition of which occurred more than five years previous: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace;

(c) a conviction of any misdemeanor which occurred more than five years previous unless the applicant was imprisoned, or unless the applicant has been convicted of any offense within the previous five years.

CHARGE	MONTH & YEAR	PLACE WHERE ARRESTED	DISPOSITION

Have you ever resided at any time during the past 15 years or since your 18th birthday, whichever is later, in Sino-Soviet bloc countries? YES ☐ NO ☐

Have you ever been previously granted a Security Clearance? _____

Have you ever had a Security Clearance denied, suspended or revoked? _____

Except for reduction in force, have you ever terminated employment while a request for Security Clearance was pending? _____

Are you now, or have you ever been a member affiliated or associated with any organization, association, movement, group or combination of persons, (1) which advocates the overthrow of our constitutional form of government, (2) or which had adopted a policy of advocating or approving the commission of acts of force or violence to deny other persons their rights under the constitution of the United States, (3) or which seeks to alter the form of Government of the United States by unconstitutional means? _____

I hereby certify that the answers given by me to the foregoing questions and statements made are true and correct, without reservations of any kind whatsoever and that no attempt has been made by me to conceal pertinent information. If employment is obtained under this application I will willingly comply with all orders, rules and regulations of this Company and shall allow search of my person and property at reasonable times pursuant to Company security regulations, holding Company harmless from liability arising out of said search. I agree to submit to physical examination. I also authorize my former employers, schools, and personal references to give any information they may have regarding me, whether or not it is on their record. I hereby release them and their company from all liability for issuing same. It is understood that all facts are open to investigation by General Dynamics Corporation - and that if upon investigation, anything contained in this application is found to be false or misleading, I understand I will be subject to dismissal from employment at any time during the period of my employment and agree to hold General Dynamics Corporation and persons named herein blameless in that event.

_____ SIGNATURE _____ DATE

LIST THREE PROFESSIONAL REFERENCES (Former Supervisors Preferred)

NAME	TITLE	COMPANY	TELEPHONE

LESSON B

REFERENCES

Learning objectives for students:

Be able to state the purpose of personal references

Be able to discuss how to ask appropriate people for references

Be able to write the names and addresses of your references

LECCIÓN B: EJERCICIO ESCRITO

Para conseguir un empleo tendrá que llenar una aplicación. Aplicaciones son diferentes en diferentes lugares, pero muchas piden referencias. Referencias son personas quienes le conocen. Una compañía telefoneará y preguntará sus referencias tocante a Ud. Siempre pide permiso antes de usar el nombre de alguien como referencia. Usa los nombres de personas quienes le conocen bien y quienes son interesados en su bienestar.

Aquí hay varias personas que puede pedir para que sean sus referencias.

1. Patrones pasados (perso as por quienes ha trabajado antes)
2. Un maestro o un consejero
3. El principal
4. Su ministro o sacerdote
5. Su doctor
6. Su dentista
7. Sus vecinos

Actividad #1

En clase pida de 3 personas si puede usar sus nombres como referencias en aplicaciones de trabajo. Escriba los nombres y sus direcciones.

1. _____ _____
Nombre Dirección

2. _____ _____
Nombre Dirección

3. _____ _____
Nombre Dirección

To get a job you must fill in an application form. Application forms are different at different places, but many application forms ask for references. References are people who know you. A company will phone and ask your references about you. Always ask permission before you use anyone's name as a reference. Use the names of people who know you well and are interested in your finding a job.

These are some people you can ask to be your references.

1. *Former employers (people you have worked for in the past)*
2. *A teacher or counselor*
3. *The principal*
4. *Your minister*
5. *Your doctor*
6. *Your dentist*
7. *Your neighbors*

Activity #1

At school ask 3 persons if you may use their names as references on job applications. Fill in their names and addresses below.

1. _____
   Name *Address*

2. _____
   Name *Address*

3. _____
   Name *Address*

LESSON C

JOB INTERVIEWS

Learning objectives for students:

Be able to ask questions about jobs

Be able to ask questions of working adults

Be able to discuss types of questions to ask about jobs

Know how to prepare for an actual job interview

Notes to the teacher:

To prepare the students for eventual job interviews, first use the exercise that involves the workers in the department store; following this, ask the students to discuss the different job roles in their school and in their neighborhoods. This should be followed by Activity #2, in which the student interviews an adult worker.

To prepare the students for the actual job interviews, pictures of appropriately dressed people may be posted. If a tape recorder is available, students should be encouraged to interview each other in simulated situations.

Students should be advised to speak plainly and clearly, to dress neatly, and to look at the interviewer directly when they are being interviewed. Role playing in the classroom should prepare the students for questions in a job interview that may be difficult or impossible to answer.

LECCIÓN C - 1:

EJERCICIO ESCRITO

LEA: Jack y Doreen trabajan en el mismo almacén haciendo el mismo trabajo. A Jack le gusta mucho su trabajo aquí; a Doreen no le gusta.

Escriba contestaciones a los números 1, 2 y 3.

1. ¿Quién será el más probable a decir:

   "Tenemos que trabajar duro pero nos tratan justo." _____

   "Siempre nos están molestando a trabajar más duro." _____

2. ¿Crea que Jack le animará a Ud. a tomar empleo donde el trabaja? _____

3. ¿Crea que Doreen le animará a Ud. a tomar empleo donde ella trabaja? _____

Lea preguntas 4, 5 y 6 y habla de ellas con sus compañeros y su maestro.

4. ¿Debe tomar importancia lo que digan Jack y Doreen de su trabajo?

   _____

5. ¿Crea que será posible aprender como es este trabajo escuchando a Jack y Doreen? _____

6. ¿Qué preguntas debe preguntar a los dos, Jack y Doreen? _____

   _____

   _____

LESSON C - 1

WRITTEN EXERCISE

READ: Jack and Doreen work at the same department store doing the same job. Jack loves his job there; Doreen doesn't.

Write answers to #1, 2 and 3.

1. *Who do you think would most probably say:*

   *"We're kept very busy, but they treat us fair."*_____

   *"They're always nagging us about working faster."*_____

2. *Do you think Jack will encourage you to take a job where he works?*_____

3. *Do you think Doreen will encourage you to take a job where she works?*

   _____

Read questions #4, 5 and 6 and discuss in class with your classmates and teacher.

4. *Should what they say about the job matter to you?*_____

5. *Do you think you will be able to find out what the job is like from listening to Jack and Doreen?*_____

6. *What questions should you ask both Jack and Doreen?*_____

   _____

   _____

LECCIÓN C - 2: EJERCICIO ESCRITO

Antes de pedir de una persona por una entrevista, lea las preguntas en esta oja. Entonces pida de dos personas que trabajan si se puede hacer unas entrevistas tocante a sus trabajos.

Nombre de la persona:_____

1. ¿Qué es el título de su trabajo?_____
2. ¿Qué son sus deberes en el trabajo?_____

_____

3. ¿Cómo encontró este trabajo?_____

_____

4. ¿Ha aplicado alguna vez por un trabajo y no lo consiguió?_____

_____

5. ¿Cómo se sienta sobre su trabajo y por qué?_____

_____

Nombre de la persona:_____

1. ¿Qué es el título de su trabajo?_____
2. ¿Qué son sus deberes en el trabajo?_____

_____

3. ¿Cómo encontró este trabajo?_____

_____

4. ¿Ha aplicado alguna vez por un trabajo y no lo consiguió?_____

_____

5. ¿Cómo se sienta sobre su trabajo y por qué?_____

_____

Before asking a person for an interview, read over the questions on this sheet. Then ask two working people if you may interview them about their jobs. Explain that this is a school assignment. Be sure to thank them for the interviews.

Name of Person: _____

1. *What is the title of your job?* _____
2. *What are your duties?* _____

   _____
3. *How did you find out about your job?* _____

   _____
4. *Did you ever apply for a job and not get it?* _____

   _____
5. *How do you feel about your job and why?* _____

   _____

Name of Person: _____

1. *What is the title of your job?* _____
2. *What are your duties?* _____

   _____
3. *How did you find out about your job?* _____

   _____
4. *Did you ever apply for a job and not get it?* _____

   _____
5. *How do you feel about your job and why?* _____

   _____

PARA EL ESTUDIANTE

Una entrevista es una manera de aprender sobre un trabajo. Estas son algunas preguntas que tiene el derecho de preguntar durante una entrevista por el trabajo.

1. ¿Qué es el salario y come le paga: por la semana, cada dos semanas o una vez al mes?
2. ¿Qué es el horario del trabajo?
3. ¿Qué es que tengo que hacer?
4. ¿Tengo una vacación?
5. ¿Quién será mi patrón?
6. ¿Qué clase de ropa tengo que usar?
7. ¿Será necesario tener una examinación física?
8. ¿Qué son las posibilidades de subir a un trabajo mejor?

TO THE STUDENT

An interview is a way to find out about a job. These are some questions that are right for you to ask at a job interview.

1. *What is the salary and how is it paid: by the week, every two weeks or once a month?*

2. *What are the hours of work?*

3. *What duties are required?*

4. *Do I have a vacation?*

5. *Who will be my boss?*

6. *What kind of clothes will I wear at work?*

7. *Will it be necessary for me to have a physical examination?*

8. *What are my chances of working into a better job from this job?*

LESSON C - 4

WRITING A LETTER TO ANSWER AN ADVERTISEMENT

It is also important to know how to write a letter of application, in case you may have to write one in answer to a job in the Help-Wanted ads. Since this can be your first contact with an employer, a good letter is as important as a good interview. Suppose you saw an ad like this one in the Help-Wanted section of "The Boston Globe", and its date was March 8th.

Male or Female, counterwork, college cafeteria, part-time 11-3 p.m. daily. Over 17. Experience not necessary. Write Mr. E. Jones, P.O.Box 111, Boston, Mass. 02109.

How would you answer this ad? What does P.O. stand for?

Would your letter have the following information?

1. *Your address?*_____
2. *The name and date of the newspaper?*_____
3. *Information about your being over 17?*_____
4. *Information about your experience?*_____
5. *If you have had no experience, would you say that you are willing to learn?*_____
6. *Your phone number and name?*_____

Here is an example of a letter of application answering the sample ad. It will give you some idea of how your letter should look.

Your Street Address
Your City, State and Zip Code
Today's Date

Mr. E. Jones
P.O. Box 111
Boston, Mass. 02109

Dear Mr. Jones:

I am replying to your ad, as listed in The Boston Globe dated March 8, for a person to do counterwork.

I am over seventeen years of age. Although I have had no experience, I know that I would be willing to learn this kind of work.

My telephone number is 266-1111.

I hope that I shall hear from you.

Yours very truly,

(Sign your name here)

Try to write your own answer to this ad. Use your own address and telephone number. Use the name of your own local newspaper. The date on your letter can be today's date.

The Role of the Teacher Counselor

Making special needs students "job ready" was the purpose of the planning and implementation of VOCATIONAL STRATEGIES programming. Preparation for work is particularly important to those students who have a history of failure at home, at school, or in s cial situations. The student who is prepared for work is in a sense also prepared for life. It is therefore useful to place a student in a job while the student is still in school.

The VOCATIONAL STRATEGIES project originally hoped to place students in work-study jobs related to the trades they were studying. However, since most students had not yet acquired the skills needed to do such jobs, it was decided that after school jobs which enhanced social skills by providing students with experience in cooperative work settings would be best.

The role of the teacher counselor was developed by the VOCATIONAL STRATEGIES project as a specific response to the need for successful student job placement. The role has evolved to include many functions; first among these is to make job placements and to provide counseling and guidance.

In addition to aiding the student during a specific job placement, the guidance includes more extensive vocational counseling as well. The special needs student, in particular, requires a supportive link between school and the world of work until s/he has developed self confidence and the social skills needed for permanent employment.

Time and Hours

Because the teacher counselor's job is unique, it is necessary that the work hours be flexible. The person filling the position should have a commitment of at least forty hours a week. Since much of the work cannot be done during the school day, often the teacher counselor must make home visits or contact other counselors or supportive agencies after school or on the weekend. S/he must also visit students already placed in after school jobs. The counselor must contact prospective employers when they are available -- and they usually do not operate on the school's schedule. The need for flexibility in the counselor's schedule demands communication and feedback among all staff members involved in vocational training for special needs students: the resource teacher, the vocational teachers, and the paraprofessional. This responsiveness to the need for flexibility and communication is an example of differentiated staffing. (Further discussion of the model for differentiated staffing can be found in Training Manual: Paraprofessionals. Vocational Strategies for Special Needs Students, Boston State College, 1976.)

Working in the classroom enables the counselor to spend more time with individual students and offers a clearer picture of the student's academic and vocational capabilities. It is also often easier to discuss family and personal concerns with students in this environment.

Classroom observation of the student gives the teacher counselor insight

into how the student will relate to the employer and fellow employees, and helps in making appropriate job placements.

Visiting students at their shop sites provides firsthand data on student performance in the trade.

Family Contact and Community Involvement

Coordination with parents or other family members can promote improvement in social skills and can provide an incentive for setting realistic work goals.

Communication with other counselors working with students is of vital importance for success. A student's psychiatrist, for example, will have a great deal of information often unavailable to school personnel or to the family.

A supportive agency such as the Massachusetts Rehabilitation Commission (MRC) will assist with medical problems. The Massachusetts Association of Retarded Citizens (MARC) provides reimbursement to employers of retarded workers; this may make job placement easier. Often welfare benefits can be extended to special needs students for such items as eyeglasses or hearing aids. In one case a student in a VOCATIONAL STRATEGIES program was provided eyeglasses through the State Welfare Department and a small additional sum of money from the project made a big difference in the student's attitude and work by providing the particular eyeglass frames he wanted.

Community involvement is also helpful if, for example, there is a need for alternatives to the traditional shop setting. A community placement may benefit the student by giving him some exposure to a real work environment while he is learning his trade. It can also benefit a school program by developing a rapport with the community. One successful community placement made by the project was with a small printing company. The student went to the printing company instead of the school printing shop after his academic classes. The placement showed the student actual job responsibilities such as promptness, proper attire, and cooperation with employer and fellow employees; the experience helped the student to mature. Another alternative placement was made in auto mechanics. Several students worked on cars at a rental garage under the supervision of one of our teachers and a paraprofessional skilled in auto mechanics. There they had adequate equipment and space, and a sense of the work world atmosphere.

Job Placement Process

Locating good job sites involves using all available resources, including personal contacts, community agencies, and newspaper ads. Organizing and cataloguing these resources creates a job bank for future reference. Since most special needs students have been "programmed for failure" much care must be exercised when making job placements. The job setting should offer the student an environment which will encourage learning and improve self confidence. This will lead to ongoing success, both on the job and in other phases of life.

Making a Job Placement

1. Find employer with job openings (or use job bank)
   a. Newspapers
   b. Personal and business contacts
   c. Agencies

2. Investigate potential job site
   a. Observe current employees
   b. Look for areas suitable for students
   c. Note employer's attitude, and check whether atmosphere is supportive
   d. Investigate job benefits, etc.

3. If this seems to be a good placement
   a. Set up interview
   b. Give employer the student's background (before interview)

4. Prepare student for interview
   a. Give student background on employer's business
   b. Review job skills
   c. Accompany student to interview

5. If student is hired
   a. Orientation by employer and teacher counselor
   b. Feedback from student

6. After student starts job
   a. Visit job site, if necessary
   b. Call student to check on progress
   c. Lessen contact to allow student independence

7. Contact employer
   a. Act as liaison if problems arise
   b. Feedback from employer on placement
   c. Employer evaluation forms

Employer Relations

Even after a student is placed, some ongoing monitoring is necessary. The teacher counselor visits the job site periodically, both to assess the progress of the student, and to insure that the placement continues to be productive. He develops methods (e.g., forms) for written evaluation by the employer (pp.62 and 63). The job evaluations (both by the employer and the counselor) should make it possible to effectively deal with any misunderstanding or difficulties arising from the placement, as will feedback from the student. Sometimes a meeting with student, employer and counselor may be necessary to solve problems.

Following is a partial list of employers where students were placed during 1975 and 1976. Some of the employers listed below accepted several placements.

Brighter Day
Dorchester

Dorchester Children's Center
Dorchester

Dorchester Office, ABCD
Dorchester

Early American and English Furniture
Boston

East Boston Car Wash
East Boston

East Boston Office of ABCD
East Boston

Host International Food Service
American Airlines Terminal (Logan Airport)
East Boston

Jay's Foreign Car Repair
Boston

Liggett-Rexall Drugs
Boston

Logan Airport
Maintenance Service (Plumbing)
East Boston

Newbury Print Shop
Boston

Northeastern University - DAKA Food Service
Stetson East
Speare Hall
Stetson West
Cafeteria
Boston

Star Market
Boston

Suffolk-Franklin Savings Bank
Boston

STUDENT EMPLOYMENT RECORD

Student's Name: _____

Place of Employment: _____

Address: _____

Telephone: _____

Immediate Supervisor: _____

Wages Per Hour: _____ Hours Per Week: _____

Date Started: _____ Date Terminated: _____

Description of Duties: _____

_____

_____

_____

_____

_____

_____

Reason for Termination: _____

_____

_____

_____

PROTOTYPE

(A) JOB DEVELOPMENT

Employee's Name: _____ Employer: _____

Date Started: _____ Address: _____

Job Title: _____ Supervisor: _____

PERSONALITY AND SOCIAL ADJUSTMENT	AVERAGE EMPLOYEE		
	Less Than	Same As	More Than
Self Confidence			
Cheerful			
Cooperates with Supervisor			
Respects Supervisor			
Cooperates with Other Employees			
Minds Own Business			
Accepts Criticism			
Mixes Socially with Other Employees			
Neat and Clean			
WORK HABITS AND EFFICIENCY			
On Time			
Safety Conscious			
Careful with Materials and Property			
Completes Work on Time			
Quality of Work			
Understands Work			
Shows initiative			
Other (comments)			

During the second year of the VOCATIONAL STRATEGIES project, one of the paraprofessional aides approached the project director with a plan for teaching karate to the special needs students in the Boston Trade School component. The aide, a purple belt in karate, recommended instruction in karate for certain students because of specific physical and emotional disabilities that he observed in his work with them in the classroom. The karate exercises were used to help the students improve their health habits while increasing their discipline and coordination. Far from being only a martial art, karate would help the students build mutual concern and courtesy.

The karate program started in the Spring of 1976 with twenty students; seventeen of the students came from the VOCATIONAL STRATEGIES program and three others were invited to attend from the regular Trade School program. The program was offered after school as an extra-curricular activity from 3 to 6 p.m. three afternoons each week. The program was conducted at English High School and was continued during the summer months with classes conducted outdoors on the Fenway and at the Boston State College dance studio.

The karate program was divided into several areas of instruction. The instructor intended that the exercises would change each week with warm-up exercises at the start of each class. As it turned out, often one lesson was continued for more than one week until all members of the class were proficient. One student in particular, who was under intensive psychiatric treatment, became the assistant to the instructor and was able to help his peers learn the stances and movements.

The following lessons were included in the program of instruction:

Traditional bow and meditation

Preparation exercises for twists

Kata (Dance-like movement) used both for defensive and offensive actions

Kumite (actual combat)

Breathing techniques

The students were evaluated after each session with a checklist that included such criteria as: cooperation, stamina, hygiene, perserverance, discipline and judgement. Students were rated in technique as well as in their responsiveness to others. After all class sessions, students put the room in order.

Throughout the course, each student has demonstrated a significant improvement and has shown potential for more advanced techniques. Almost all the students scored remarkably well in all aspects of the karate training. The students who participated in the Karate program displayed an improved ability to concentrate in their school work and demonstrated new confidence at their job sites. Checklists and other reports on their performance are available on file at the project offices.*

*53 State Street, Boston, Mass. 02109

For persons interested in starting a karate program for special needs students in Boston, possible sources of assistance are:

Boston Kempo Karate Club
40 Boylston Street
Boston, Massachusetts
(617) 423-7563

Boston Karate Association
303 Columbus Avenue
Boston, Massachusetts
(617) 267-2262

St. Paul's A.M.E.
Karate - Do
Bishop Richard Allen Drive
Cambridge, Massachusetts 02139
(617) 661-1110

ME 009 855

Applying for a social security number

The social security law requires that you furnish evidence of age, identity, and citizenship or alien status when you apply for a social security number. If you need help in obtaining any documents, get in touch with any social security office.

Please do not submit photocopies of documents. We cannot accept those. We will return any documents you send us.

It usually takes about 4 weeks to get your social security card after we receive your application and necessary documents.

If you were born in the United States

A variety of documents can be submitted as evidence of your age, identity, and citizenship. Examples of these documents are included in the two lists on page 3. If possible, please submit one document from each list.

Evidence of age and citizenship

A birth certificate or church record of birth or baptism is preferred as proof of your age and place of birth. If neither of these records is readily available, please furnish one of the documents listed below which shows your date of birth or age.

- School record
- Church record
- State or Federal census record
- Insurance policy
- Marriage record
- Military discharge papers
- Delayed birth certificate
- Draft card
- U.S. passport
- Any other record which shows your age or date of birth

Evidence of identity

- Driver's license
- State identity card
- Voter's registration
- School identification card
- Work badge or building pass
- Draft card or military ID
- U.S. passport or U.S. identity card
- Credit card if your signature is shown
- Library card with signature
- Any other document which shows either your signature or photograph

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If you were born outside the United States

If you were born outside the United States but now are a U.S. citizen, you should submit one of the following:

- U.S. passport
- Naturalization certificate
- U.S. citizen identity card
- Certificate of citizenship
- Consular report of birth

If you are an alien

If you are an alien living in or visiting the United States and you want to apply for a social security number, you should bring in one of the following:

- Alien registration card I-151
- U.S. Immigration Form I-94, AR3a, I-186, I-185, SW-434, I-95a, or I-184.

Do not mail these documents.

Because you are an alien, however, we cannot give you a social security number and we must notify the Immigration and Naturalization Service that you applied for a number if:

- You apply for a number but do not furnish, upon request, proof of your alien status.
- You apply for a number and submit as evidence an immigration document that has expired or is invalid.
- You apply for a number to use in employment and you are a lawfully admitted alien not permitted to work in this country.

If you are a lawfully admitted alien not permitted to work and you apply for a social security number for a reason other than work, we will issue you a number. But we will mark your social security record and if you ever do use your number in a job, we will notify the Immigration and Naturalization Service.

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